DOCUMENT RESUME

ED 309 221 UD 026 883

TITLE	A Plan for the Education of Homeless Children in Washington State.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	24 Apr 89
NOTE	49p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS	*Stewart B McKinney Homeless Assistance Act 1987; *Washington

ABSTRACT

Washington's state plan for the education of homeless children is presented in compliance with provisions of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of a background statement, nine sections, and addenda. The first section presents facts on homelessness in Washington State. The second section describes the process by which Washington developed its state plan during 1988. The third section outlines State constitutional authority under which responsibilities of the Superintendent of Public Instruction are defined. The fourth section presents the State's primary goal of equal public education for all children. The fifth section delineates project focus and purpose, and defines district-to-district programs and inter-agency cooperative ventures. The sixth section is a statement of the following issues affecting homeless education: (1) residency; (2) transportation; (3) records; (4) special consideration and needs; (5) guardianship; (6) community awareness; (7) service gaps among agencies; and (8) data collection for systematic identification. The seventh section offers recommendations in response to the issues presented in the sixth section. The eighth section reviews current programs addressing the needs of at-risk and homeless students. The ninth section provides examples of regional service programs. Addenda include Advisory Committee membership and summaries of regional public hearing-work sessions. (AF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

State of Washington

ED309221

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
John C. Rutherford
WA State Superintendent of Public Instruction
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A PLAN FOR THE EDUCATION OF HOMELESS CHILDREN IN WASHINGTON STATE

UD 026 883

BEST COPY AVAILABLE

SPI
JUDITH A. BILLINGS Superintendent of Public Instruction Old Capitol Building, FG-11, Olympia, Washington 98504-3211

State of Washington

WASHINGTON STATE
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

A PLAN FOR THE EDUCATION OF HOMELESS CHILDREN IN WASHINGTON STATE

APRIL 24, 1989
OSPI
Old Capitol Building
Olympia, WA 98504

A PLAN FOR THE EDUCATION OF HOMELESS CHILDREN IN WASHINGTON STATE

Table of Contents

	Page
Background Statement	1
Washington State Homelessness Facts	2-3
The Education of Homeless Children in Washington	4
Constitutional Authority	5
The Primary Goal	6
Project Focus and Definitions	6-8
Statement of Issues	9-10
Education Issue Recommendations	11-18
Current Program Overview	19
Regional Sample Programs	20-21
Addendum Section	22
* Advisory Committee Membership	22a-22b
* Regional Public Hearing and Work Session	23-24

BACKGROUND STATEMENT

Homeless children--living in shelters, "welfare" hotels, cars, abandoned buildings or on the streets--are obviously deprived of any home life. Too often, they are deprived of a school life as well. Yet the need for education in the lives of homeless children cannot be overemphasized. School provides children with a much-needed sense of place and continuity that they otherwise lack in the fragmented lives. And it offers a crucial tie to the sheltered world.

Broken Lives: Denial of Education to Homeless Children, a Report by the National Coalition for the Homeless, December 1987.

WASHINGTON STATE HOMELESSNESS FACTS

- In 1988, over 110,000 people were homeless in Washington State.
- Over 45,000 individuals stayed in shelters for the homeless.
- Over 13,000 of these people were **dependent children.**
- While 45,000 were served in shelters, another 64,000 were turned away because there wasn't enough space to serve them.
- Nearly half of those in shelters were families.
- A full third of homeless people are homeless due to loss of job or income.
- Being homeless means a person is at higher risk of:

  -exposure to elements and resulting problems
  -malnutrition
  -being assaulted
  -lacking basic medical care
  -mental health problems due to stress of homelessness

- The fastest growing group of homeless people are **families with children.**
- Homelessness is a problem in every community. Every county in the state reports the need for emergency shelter services.
- Homelessness is not an individual problem. It results from a lack of affordable housing, inadequate wages, unemployment, and inadequate income from entitlement programs.

Source: Washington State Coalition for the Homeless
A Publication of the Housing Trust Fund Coalition, January 1989, page 5.

Nationally, studies show that families with children are the fastest-growing segment of the homeless population. About 500,000 children are homeless in America, and 43 percent are not in school, according to the National Coalition for the Homeless.

An estimated forty-six percent of the estimated 16,000 homeless children in Washington State did not attend school last year according to the Washington State Coalition for the Homeless.

The issue of the homeless is an outgrowth of a rapidly-changing society coupled with changing economic demands. The plight of the homeless is exacerbated by such factors as inadequate resources, the changing societal values of a more mobile society, and a lack of potential influence.

> "In summary, it seems to me that a state educational plan for the homeless needs to promote stability for the educational process. If students can't come to school regularly with an appropriate level of support systems, then what are the best ways to stablize educational services for what is desirably a highly transitory life experience?"
>
> Source: Response dated March 13, 1989
> Federal Way Public Schools

The Homeless Issue is society's SOCIETAL AND ECONOMIC ISSUE. The Homeless Issue is a spin-off from the primary problem of economics. Inadequate resources, choices of resources provided, diminishing labor forces, consequences of economic issue in the long run. The situation creates barriers and interference with the education of children and youth.

THE EDUCATION OF HOMELESS CHILDREN IN WASHINGTON

Introduction

Washington State received a $50,000 grant from the U.S. Department of Education in February 1988 to begin a study for developing a state plan to address Homeless Children and their education needs in compliance with provisions of the Stewart B. McKinney Homeless Assistance Act.

Process

- March, 1988 - State Education of Homeless Children Advisory Committee formed. State government, local school district, local city government social service, Homeless Shelter providers, institutions of higher education, and non-profit organizations, are represented on the Advisory Committee.

- February-June, 1988 - Advisory meetings: Related literature and school and community programs that serve the homeless population were reviewed and discussed. The identification of issues, legal requirements, recommendations, and possible transitional activities were discussed. A state shelter personnel survey regarding data about the numbers and distribution of families/children was conducted.

- August-October, 1988 - Review of interim plan by the 296 local school districts in the state. Formal presentation of the interim plan presented at the nine regional district meetings with local superintendents in attendance by advisory members and state education department coordinator of the Homeless Children project.

- November, 1988 - Five work sessions held throughout the state for local school district personnel and social service personnel to give direct and/or written feedback to the interim plan. Five public hearings were held in Mount Vernon, Seattle, Spokane, Tacoma, and Yakima.

- December, 1988 - Statewide survey conducted by the Washington Coalition for the Homeless through shelter agencies serving homeless families. Draft of final plan reviewed by advisory committee, local school districts, social service agencies, and work and public hearing participants.

CONSTITUTIONAL AUTHORITY

The responsibilities of the Superintendent of Public Instruction are defined in the Constitution of the State of Washington. Article III reads, The Superintendent of Public Instruction shall have supervision over all matters pertaining to the public schools and shall perform such duties as may be prescribed by law."

Article IX of the Constitution further states, "It is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."

As head of the state educational agency, the Superintendent is responsible for administration of the total state education program. This includes administering approximately 46 percent of the entire state general fund.

The Superintendent of Public Instruction is a constitutional officer elected by the state's voters for a four year term. Section 22 of Article III of the state constitution defines, in part, the responsibilities:

> The Superintendent of Public Instruction shall have supervision over all matters pertaining to public schools and shall perform such specific duties as may be prescribed by law.

Primary responsibilities of the Superintendent are to:

Gather and report school information to state and federal authorities;

Secure needed laws and appropriations from the state and federal governments;

Apportion and distribute monies to local school districts;

Provide technical assistance in finance and curriculum matters to educational service districts and school districts;

Issue the certificates of all teaching and support personnel of the K-12 system;

Act as ex-officio member and the chief executive officer of the State Board of Education;

Represent the interests and needs of education by serving on various state boards including the Board of Natural Resources, the Council for Postsecondary Education and the State Library Commission.

THE PRIMARY GOAL

Public education in the state of Washington has the primary goal of assuring learning experiences that help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens.

These learning experiences are defined by the Basic Education Act. Based upon the requirements of this act, students in Washington State are taught competency in the areas of reading/language arts, mathematics, social studies, science, music, art, foreign languages, health and physical education.

The design and implementation of programs in these subject areas are developed at the local school district level, with technical assistance, review, and approval conducted by the State Superintendent of Public Instruction.

According to Title VII, Subtitle B, Section 721, the policy of Congress is that each state shall assure that each child of a homeless individual and each homeless youth have the same access to a free and appropriate public education that children of the state are given.

The mission of the state of Washington in regard to this project is to fulfill this Congressional intent in the spirit and letter of the law.

PROJECT FOCUS:

- Funded under the federal Stewart B. McKinney Homeless Assistance Act of 1987, Washington's Department of Education is specifically required to:

  1) . . . *assure that each child of a homeless individual and each homeless youth have access to free, appropriate public education . . .*

  2) . . . *the State will review and undertake steps to revise residency requirements as a component of its compulsory school attendance law that restricts homeless youth from a free and appropriate public education . . .*

PROJECT PURPOSE:

- To provide statewide leadership and to serve as a facilitator in order to resolve this issue positively.
- To determine current needs and issues;
- To prepare a state plan for improving educational services;
- To implement the state plan with appropriate timelines;
- To draft rule changes if and where needed.

The Homeless Issue is society's ECONOMIC ISSUE. The Homeless Issue is a spin-off from the primary problem of economics. Inadequate resources, choices of resources provided, diminishing labor forces, consequences of economic issue in the long run. The situation creates barriers and interference with the education of children and youth.

DISTRICT-TO-DISTRICT PROGRAMS

A number of Washington State districts have "informal" agreements and systems to address individual needs. An example is accepting students into a district outside of the attendance boundary because another district has a unique program that meets the needs of the student. This is very successful when neighboring districts meet on a cooperative and regular basis with the goal of meeting the student's needs. This practice in the "special education" area has had a long history of cooperation.

INTER-AGENCY COOPERATIVE VENTURES

Informal and formal cooperatives set up between local school districts and social service agencies such as Department of Social and Health Services (DSHS). Appropriate staff meet on a regular basis to discuss common "clients" being served. Coordination and information sharing to address serving the "whole" child in a timely and effective manner.

The state of Washington has pioneered interagency cooperation at the state level. The State Superintendent has appointed an agency liaison individual to coordinate these programs.

A STATEMENT OF SELECTED ISSUES THAT AFFECT EDUCATION ACCESS FOR HOMELESS CHILDREN AND YOUTH

1. RESIDENCY REQUIREMENT:

Washington State Attendance Law has been reviewed and does NOT prohibit access to free education. Local school district requirements vary need to be reviewed and changed appropriately by individual and neighboring districts.

2. LACK OF TRANSPORTATION:

Emergency shelters or temporary housing may not be in the home resident school neighborhood. Lack of money and excessive travel time may prevent the use of city bus transportation by homeless children if public transportation is available. Coordination and combined resources of local school systems with those of local governments and transit authorities could be possible solutions.

3. LACK OF RECORDS:

Loss of home, job, security, and belongings causes stress and does not allow families to carry school records. Immunization, grades, and school credits are usually required before acceptance into school. The problem of possible unpaid bills from former schools and refusal to release records upon payment create another barrier for families being able to access required records.

4. SPECIAL CONSIDERATION AND NEEDS:

The program should be DESIGNED for the STUDENT (Child Based) and not force the child to fit into existing programs. Individual assessment of curriculum needs and levels must be provided. The LEAST RESTRICTIVE ENVIRONMENT should be provided with comparable setting as the regular school and movement to mainstreaming as appropriate.

5. GUARDIANSHIP REQUIREMENTS:

Homeless children may be staying with family friends or with relatives when their parents become homeless. Clear communication with local school district to ensure enrollment in cases that deal with particularly stringent guardianship requirements.

6. GENERAL COMMUNITY AWARENESS TO THE ISSUE OF HOMELESS:

There is a need for awareness of the magnitude of the growing homeless population. Little or no understanding regarding the core issue of economic causes that create the homeless situation. Education on the effects of being homeless is needed.

7. SERVICE GAPS BETWEEN AGENCIES:

Complex systems with numerous mandates and requirements create a maze for the educational and social services personnel. Confidentiality requirements create an information sharing atmosphere between agency personnel dealing with the same child. Communication and formal working coordination are needed to assist schools in providing the social and health services not provided traditionally by the schools.

8. SYSTEM TO IDENTIFY AND SERVE HOMELESS CHILDREN AND YOUTH:

Network and ongoing communication between and among school and social service communities is needed. School bus drivers, children's peers, shelter workers, food banks, and other emergency help sites need to be tapped and coordinated for identification of homeless children. Methods of gathering accurate numbers and statistics of Homeless children and youth are needed.

HOMELESS EDUCATION ISSUES RECOMMENDATIONS

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
1. RESIDENCY REQUIREMENTS	1) Existing Washington State attendance law was reviewed by the assistant state attorney general. No legal residency requirements created barriers in the present attendance law. 2) Local school districts vary in their residency requirements, process, and admittance into each district. Location of dwelling and proof of residency records vary.	1) No revision or change of state law is required.* 2) Local school districts should work towards setting a system of emergency waivers for residency proof from homeless children and their families. Cooperative agreements between neighboring districts should be formally set up to offer the specific program needs of the homeless student, i.e., Homeless child may live within district "x" boundaries, however, neighboring district "y" may offer an alternative/special program that would best fit the needs of a particular homeless child.	1) School district should have designated Homeless Coordinator working to identify, assist, and coordinate with social services. 2) Social service agencies and personnel should meet on a regular basis with appropriate school personnel, i.e., School District Homeless Coordinator, Special Program staff, neighborhood school child would attend. 3) Attendance requirements should be printed and available. Emergency waivers should be worked out with social service staff and/or parent.

CONCERNS:
1. What will ensure that school districts will review and change any inadequate situation?
2. There is an implication that schools are operating well in support of the homeless. This may be a faulty assumption. It is the advisory committee's experience and thinking that the educational system must be more flexible in order to meet those needs of the homeless as well as those of other at-risk target populations.
3. What is the level of capability of educational service district staff to assist in coordinating services in rural areas?
4. Will school district staff cooperate in "special" waiver situations?

*

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
2. TRANSPORTATION	1) Transportation for children in shelters outside of the district bus route boundaries vary for each situation. Some homeless youth want to continue at their "home" school but may be living in a shelter outside of the school attendance boundaries. 2) School district bus routes may not have the resources to make special pick-up stops. Students may have to take a city bus to attend their original "home" school. This creates a problem because of no funds and/or the long distance from the shelter to the school.	1) Special waiver allowing student to attend original "home" school. 2) Monetary assistance to be provided by district, business, special funds. 3) Transportation tokens, passes, or coupons could be used. 4) Cooperative school district transportation networks operating through educational service districts and/or a serving school district.	1) Realistic look at the likelihood of homeless youth actually returning to original "home" school neighborhood. 2) Social service and school staff work together to identify community resources to fund or provide transportation service.

CONCERNS:

1. Need for coordinating of school district and local government staff to examine and develop a plan which funds and supports coordination of city and school district transportation systems.
2. Special attention shall be given to the safety of all children, and especially younger children on public transportation.
3. Special attention should be given to the revision or deletion of transportation boundaries and to promote interdistrict cooperatives.

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
3. RECORDS	1) School records are not always on the priority list of homeless families to carry. Delays are initially created with paper procedures of enrolling and placing a student in an appropriate program. 2) Lack of special education needs assessment make it difficult and initiates the need for extensive testing and assessment that was already done at the former school. 3) Lack of immunization records has creates a difficult situation for receiving schools and homeless families. Consideration of public health and immunization requirements that conflicts with the goal of placing children expeditiously. 4) In a fall 1988 survey of Oregon School District Superintendents, nearly half reported problems receiving records from other districts. Of those reporting problems, 23 school officials volunteered that they specifically had trouble receiving records from Washington State. They cited incidents where records were withheld because the student still owed library fines or lunch money to the Washington school he or she was transferring from.	"Existing procedures need to be simplified" 1) Emergency waivers be granted while schools, shelters, and/or homeless parents have a realistic turnaround time to retrieve the necessary records. School personnel will have to use professional judgment and parent input as to the appropriate placement of the child. 2) Immediate placement into needed special education classes can be initially accepted from parent input while waiting for special education assessment from the former school. Direct phone calls between the former and receiving schools can also assist in early and accurate placement of the homeless child. Screening is desired. 3) School personnel should work with homeless families and shelter providers to contact previous school via a direct phone call. If immunization shots are required, close coordination with social service and public health personnel should be set up to assist the child and family in receiving necessary shots.	1) A local school records checklist should be familiar and available to shelter providers when counseling homeless families. Information from the families about previous schools' names and programs that the child was placed in can be gathered by shelter staff. 2) Shelter staff can find out needed information from families about children's special needs. Inservice and/or checklist with regards to basic curriculum and program descriptions would be needed to assist school personnel to make appropriate placement until records are received. 3) Early questions regarding immunization activities can be explored by shelter staff. During the initial days, social service staff can coordinate and communicate health needs and make arrangements for homeless families to receive health services needed.

Concerns:
1. The issue of student placement and the appropriateness and timing of placement is major concern. This concern includes both short-term and long-term placement.
2. Can the current system be modernized to include the transfer of records by electronic means such as FAX?
3. Can the current system be modernized to facilitate the transfer of records by establishing a statewide computerized system for all students?

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
4. PLACEMENT CONSIDERATIONS	1) Lack of records when entering school makes it very difficult for school personnel to place the homeless child in the most appropriate setting. Schools are already stretched with addressing total student population needs with limited support staff. 2) Many school districts offer a variety of programs that address special needs of the students they serve, such as special education classes, alternative programs, at risk programs, and off school site programs, but homeless children may not be able to access these programs and services.	1) Accept parent input regarding child's former program placement and initiate immediate placement while waiting to receive former school records. Alert teachers to give close review and assessment of placement. 2) Inservice training to familiarize educational staff to the unique needs of the homeless child so that the most appropriate program placement options are implemented. Inservice to shelter staff as to what routines procedures can be expected in schools.	1) Inservice for service personnel to become familiar with routine records and procedures expected when enrolling students. Checklist and early information seeking to gather school information during shelter goal setting sessions. 2) Regular meetings set up between social service and school personnel to share information, coordinate communication and services, and establish a person-to-person working relationship. 3) Higher Education Student Tutoring placement services can assist students.

Concerns: 1. It is recognized that some parents do not report their children's previous program placement accurately.

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
5. GUARDIANSHIP REQUIREMENTS	Most school districts do not have stringent guardianship requirements. Larger local school districts do have district requirements and centralized placement offices and unique school attendance rules. Local school buildings are directed to only accept students with required records.	1) Special waiver be given to homeless children until social service and school personnel can assist families in retrieving needed records. 2) Local school districts provide printed material on rules and regulations to shelter and social service workers dealing with homeless children.	Regular meetings and inservice opportunities be given for social and school personnel to learn about each others systems.

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
6. GENERAL COMMUNITY AWARENESS	1) There is a limited but growing public awareness of the problem of homelessness except for the social service workers dealing directly with homeless families, individuals, and youth. 2) Limited numbers of school districts have begun to realize the impact of homeless children, either attending or not being able to attend local public schools.	1) Public Awareness strategies need to be developed and implemented to educate the general public of the seriousness of the homeless issue and accurate factual information for the causes/consequences of the homeless problem. 2) Inservice training and education regarding the special needs of homeless students and families need to be developed and implemented statewide throughout the education community. This should encompass teachers, support staff, administrators, and local school board directors. 3) Dissemination of accurate and objective information is critical. 4) One reviewer suggested using data such as: Harold Hodgkinson's recent publication, "The Forgotten Half: Pathways and Success for Agencies' Youth and Young Families" (Grant Commission Office, 1001 Connecticut Ave. NW, Suite 301, Washington, D.C. 20036-5541).	1) The school community should work with social service agencies and local city government officials in creating a coordinated effort to educate the general public on accurate facts that create the homeless situation. 2) Coordination of support services that will benefit both social services, local government, and school personnel in addressing the needs of the homeless children should be formally established.

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
7. SERVICE GAPS BETWEEN AGENCIES	1) Homeless children need educational, social, and health services to survive the trauma of the loss of economic resources and a regular dwelling. 2) Educational and social service agencies tend to be complex and confusing to clients.	1) Designated coordinators for school district and social service staff need to meet on a regular basis to plan, coordinate, and communicate each agency's services. Identification of how each agency can support the services and each other to better serve homeless children. 2) Formal networking and exchange of agency services, mandates, and limitations should be shared. 3) Agreement on what and how services will be coordinated with timelines and checklists should be developed and appropriate staff should be given inservice training.	1) Identify working models of inter-agency cooperative programs and duplicate in other districts. 2) Individual school district budgets should allocate specific money to address problems related to homeless children.

ISSUE	PRESENT SITUATION	RECOMMENDATIONS	AGENCY COORDINATION
8. DATA COLLECTION	1) State Department of Community Development (DCD) and shelter facilities have the capacity to take snapshot counts of homeless children staying at shelters. Many homeless who live in cars, on the streets, and "double up" are not identified and the shelters are limited to serving a certain number of persons.	1) School staff should be made aware that early identification can be a great help to homeless families who may not be using educational resources. 2) All school staff should be sensitive to the living arrangements of homeless children and the need if these children are not to be stigmatized.	1) Uniform system network created among state and local government agencies, shelter providers, social service agencies, and school districts to identify homeless children.

CURRENT EDUCATIONAL PROGRAMS ADDRESSING MEETING THE SPECIAL NEEDS OF AT RISK STUDENTS AND/OR HOMELESS CHILDREN

MAINSTREAMING

Mainstreaming describes the classrooms that serve the majority of students attending public schools. Students who attend these classes do not receive special initial assistance. Students are assessed at having the required skills to comprehend educational material being presented.

SPECIAL EDUCATION

Special trained staff to address unique needs of children with physical and/or learning disabilities that cannot be addressed in a regular mainstream classroom situation. Individual student assessment of special needs and the development of an individual student program to meet these needs. Class size is smaller in special education classes for easier individual attention to the child. A major concern is the consistency of application of exit criteria. Washington State was one of the first states to develop and implement a state law governing education of the homeless.

AT RISK PROGRAMS

Numerous programs have been created within individual buildings and/or local school districts. The wide range of programs vary from simple identification with additional time given to special computer assisted programs available to the teacher to meet the needs of the students at their particular skill and learning level. Some programs also include additional personnel support assistance to the at risk student:

1) Mentor-Student Type--Teachers are given one or three designated at risk students to work with on a personal self- esteem level as well as encouraging weekly level.
2) Peer Coaching--At risk students working with peers who assist with attaining certain learning skills.
3) Tutoring Classes--Special attention given to acquire specific skills that are lacking in a one-to-one or very small class situation until the student achieves assessed needs.
4) Combination--Specially designed classes to fit the needs of the students in a specific school and the resources available.

ALTERNATIVE PROGRAMS

Wide range of "alternative" programs have been designed to meet a wide-range of needs that traditional "mainstream" classes cannot address. On-site classes, separate site, and special programs designed in conjunction with agencies outside of the school district system. Program designs vary from regular school hour requirements to evening classes, partial day, and contracting out schedules.

EXAMPLES OF WASHINGTON STATE WORKING MODELS ADDRESSING SPECIAL NEEDS STUDENTS

NOTE: The following examples are only a few among the many programs found throughout the state. The advisory committee has chosen to highlight only one example from each of the five areas where workshops and public hearings were held. Please see addendum section for additional pamphlets and information submitted to the committee. The five examples cover a range of services that might be needed by a homeless child and their family.

MOUNT VERNON: "EVEN START"

The Even Start Program is funded by a grant from the Office of the Superintendent of Public Instruction (OSPI). Basic skills program especially for parents of small children are offered at Skagit Valley College. The program is needed in the Anacortes, Mount Vernon, and Sedro Woolley areas. Parents are given a chance to gain the skills to help their children through school and enrich the parents life as well. Skills in reading, writing, math, and parenting skills offered ten hours per week.

Project Even Start is also supported by Project Head Start, Parent Co-op Preschools, Mount Vernon School District, Burlington-Edison School District, Anacortes School District, Sedro Woolley School District, Swinomish Tribal Community, Skagit Center, Skagit Valley Literacy Council, and Private Industry Council.

SEATTLE: "ORION MULTI-SERVICE CENTER"

Orion works collaboratively with the Learning Center (through the SEATTLE PUBLIC SCHOOLS), the University of Washington Adolescent Clinic, the Downtown YMCA, Catholic Community Services, and Mount Baker/Central Seattle Youth Services. The programs at Orion are coordinated by Seattle Youth and Community Services and include:

- A DROP-IN CENTER: Provide a non-exploitive environment.
- A LEARNING CENTER: Preparation for either re-entry or GED testing.
- CASEWORK AND COUNSELING: Crisis and long-term counseling and help to find alternatives.
- OUTREACH: Mobile services van which extends service at the places youth gather.
- HEALTH CARE: Medical staff and services provided with two downtown satellite clinics.
- EMPLOYMENT COUNSELING: Training, referrals, and job placement assistance.
- DRUG AND ALCOHOL COUNSELING:
- MEALS: Served six days a week by various churches and other organizations.
- EMERGENCY AND TRANSITIONAL HOUSING: Provided through the YMCA and YWCA for over 18.

The goal of the center is to reach these young people and other homeless youth and get them off the streets by showing them positive alternatives to street life. The youth who are called "street kids" and "high risk youth" live in and "work" the streets of downtown Seattle. Most are runaways or have been kicked out of their homes. Many are involved in prostitution, burglary, and panhandling as a means of survival.

SPOKANE: "CROSS-WALK SCHOOL"

Contact: Kev Trent
Volunteers of America
North 507 Howard
Spokane, WA 99201
(509) 624-2378

School setting especially designed to address the needs of "street kids" where no names, records, immunization, and forms required. Nicknames are used until students want to give legal name for GED and/or Diploma credits and completion. Spokane School District provides teacher and resources to staff this program. Educational setting is maintained, records kept, and a "special-type" of teacher is needed for this type of learning environment.

TACOMA: "TONE SCHOOL"

School specifically serving homeless children housed in the four shelters of Tacoma. A seven year process between Tacoma School District, Tacoma City Government, Social and Health Service staff, shelter providers, and other non-profit organizations to form a coordinated effort to pool resources. Tacoma YWCA provides the site, heat, custodian, and secretarial support as in-kind services. Tacoma School district provides two teachers, one teacher's aide, and curriculum material, classroom furniture, and resources. City and other non-profit organizations donate volunteer time and provide transportation pickup from shelters to the school and back. The school provides a comfortable and safe transitional situation. The school started up in the spring of 1988 and has served over eighty-seven children who's ages range from 5 to 18 years old.

YAKIMA: "ZIP LOCK PROGRAM"

Coordinated effort between Yakima and East Valley schools with information of DSHS services and school program services. Central location for Individual Education Program (IEP) planning services. There is a governing body that meets weekly to deal with common children referred for services. Hard work and persistence helped build a trust relationship, thus eliminating the "turf syndrome."

ADDENDUM

HOMELESS ADVISORY COMMITTEE

Bill Attebery
Director, Special Services
Bellingham School District
Box 878
Bellingham, WA 98227
206-676-6514 (SCAN 522-6514)

Cliff Christiansen
Manager, Special Services
State/Regional Projects
Educational Service District 101
West 1025 Indiana Ave.
Spokane, WA 99205
509-456-7086 (SCAN 545-7086)

West Crago, Director
Yakima Alternative Schools
304 South 4th Street
Yakima, WA 98901
509-575-3492 (SCAN 558-7217)

Sheila Davidson, Clinical Director
Omni Clinic
206 North Naches Avenue
Yakima, WA 98901
509-453-2900

Gail Dootson, Head Teacher
Interagency Programs
Seattle Public Schools
815 - 4th Avenue North
Seattle, WA 98109
206-464-6106

Corine Foster
Department of Community Development
Division of Community Services
9th and Columbia Building, GH-51
Olympia, WA 98504
206-586-1363

Joseph E. Garcia
Executive Director
Atlantic Street Center
2103 So. Atlantic St.
Seattle, WA 98144
206-329-2050

Susan Gilson, Supervisor
Youth Employment Programs
Educational Service District 112
1313 N.E. 134th Street
Vancouver, WA 98685
206-574-3212 (SCAN 568-3212)

Karen Hanson
Oakland Alternative School
Project Choice
3319 South Adams
Tacoma, WA 98409
206-593-2053

Juanita Johnson
Migrant Director
Pasco School District
1004 North 16th Avenue
Pasco, WA 99301
509-547-9531

Dan Kettwig
Director of BD Services
Educational Service District 114
105 National Avenue North
Bremerton, WA 98312
206-479-6399 (SCAN 576-6399)

Diana Larsen-Mills
Program Manager
Department of Social and Health Services
Division of Children and Family Services
Office Building 2, MS: OB-41
Olympia, WA 98504
206-753-0432 (SCAN 234-0432)

Sylvie McGee, Executive Director
Wash. State Coalition for the Homeless
P. O. Box 22608
Seattle, WA 98122
206-328-5690

Tina Marr
Co-Chair, King County Emergency
Housing Coalition
1118 - 5th Avenue
Seattle, WA 98101
206-461-4861

Vicki Rynd
Federal Projects Coordinator
Kennewick School District
200 South Dayton Street
Kennewick, WA 99336
509-582-1200

Roy Schmidt, Administrator
Adult Education
Vocational-Technical and Adult
Education Services, OSPI
Old Capitol Bldg., FG-11
Olympia, WA 98504
206-753-6748

Dr. Albert J. Smith
Director
Center for the Study and Teaching
of At-Risk Students (C-STARS)
University of Washington, GG-12
Seattle, WA 98195
206-543-3815

Mark A. Taylor
Executive Director
Northwest Youth Services
301 West Holly, Suite 1
P. O. Box 1449
Bellingham, WA 98227

Alan Tiger
Executive Director
Tacoma/Pierce YWCA
405 Broadway
Tacoma, WA 98402
206-272-4181

Joan Walters
City of Seattle Homeless Coordinator
Office of Management and Budget
600 - 4th Avenue, Room 300
Seattle, WA 98104
206-684-5363

Mike Warden
Director, Student Services
Edmonds School District
3800 - 196th S.W.
Lynnwood, WA 98036-5789
206-670-7176 (SCAN.338-7176)

Kathie Wurzbacher, Clinical Director
Seattle Youth and Community Services
1020 Virginia Street
Seattle, WA 98101
206-622-3187

MOUNT VERNON HOMELESS WORK/PUBLIC HEARING SESSION

November 17, 1988 - Wednesday
Mount Vernon City Building
2:00-4:00 p.m./7:00-9:00 p.m.

ATTENDING:

1. Carr, Kathrin, ESD 189, 2800 Comm., Anacortes 98221
2. Couch, Dennis, ESD 189, 205 Stewart Rd., Mount Vernon 98273
3. Weller, Judith, SCCAA, P.O. Box 15071, Mount Vernon 98273
4. Warden, Mike, Edmonds School Dist., 8560 - 200th SW, Edmonds, WA 98020

5. Andress, Aida, Skagit Valley Student, 8205-313 Plc. NW, Stanwood 98292
6. Cox, Shannon, Skagit Valley Student, 2107 N. La Venture #116, Mount Vernon 98273
7. McGee, Sylvie. Homeless Advis. Comm.

ISSUES DISCUSSED:

* Homeless Issue is not fully acknowledged and/or understood within the Skagit area education and general community.

* Lack of low housing available. (When a couple gets a divorce, the woman's average income drops about 65% and the man's income increases 47%.)

* Need to coordinate natural places where homeless families can be identified: Food, Banks, Bus Drivers, County House nurses, parked cars, etc.

* Newly homeless may lack knowledge of shelter and other social services available.

TOPICS AND POSSIBLE SOLUTIONS:

* FUTURE LONG RANGE GOALS NEEDED: Temporary shelter stay provided until families can be reunited. Kids without family units, roving place to place, straining for kids to survive, community sponsored schools to provide education.

* TRANSPORTATION SUGGESTIONS: Work with city and service agencies, such as Rotary and Kiwana help. Lions club has traditionally provided resources to purchase hearing aides and glasses.

* CARROT SYSTEM: Create an incentive to encourage homeless families to enroll their youngsters in school; corporations donate money to assist homeless families.

* COMMUNICATION: Create a coalition between community, school, and other agencies that deliver service to the homeless. System to effectively disseminate information.

* MULTIDISCIPLINARY TEAMS: Create teams at the local school level to include teachers, counselors, DSHS caseworkers. This type of model is happening in Anacortes.

* SCHOOL CREDITS: Long range goal to set up a system that can award partial credits. This will help break the "lost cause feeling" with interrupted educational situations.

* COMMUNITY RESOURCE LIST BOOKLET: Provide information regarding agency assistance programs and non-profit organizations: Salvation Army, Lions, Community Nurses, Children Services, etc.

-2- Mount Vernon Public Hearing Session 11/17/88

* LONG RANGE LEGISLATION: Change laws so helper will not be liable or illegal in giving housing to youth without written permission from their parents. This was voiced in the context of many kids having to leave their homes because of emotional, physical, sexual, or mental abuse.

* SPECIAL CONSIDERATION: Waivers or extended timelines be given if a homeless child does not have appropriate records, transcripts, and/or immunization papers.

* CENTRAL CLEARINGHOUSE: Would provide duplication of services and educate and provide information of agency services available.

* ADULT FUNCTIONAL ILLITERACY: A percentage of homeless adults may be illiterate and thus very limited to job opportunities. Skagit community college and local school district provides programs in basic skills literacy. Even Start program works with parents and children reading skills.

SEATTLE HOMELESS WORKSHOP/PUBLIC HEARING

November 30, 1988-Wednesday
Seattle Public Library Auditorium
2:00-4:00 p.m./7:00-9:00 p.m.

ATTENDING:

1. Atkin, Sharon, So. King Co. Multi-Service, 525 North 4th Avenue, Kent 98032
2. Danekki, David, Valley Daily News, P.O. Box 130, Kent 98032
3. Davis, Margaret, Issaquah School District, 565 Holly NW, Issaquah 98027
4. Dawson, Karen, Dept. Human Resources Seattle, 618 - 2nd Ave., Seattle 98104
5. Dootson, Gail, Interagency SSD/Homeless Comm., 2366 Eastlake Ave. E., Seattle 98102
6. McCoubrye, Cheri, Homeless Families Support Center, 500 Lowman Bldg., 107 Cherry, Seattle 98104
7. Walters, Dan, City of Seattle, 300 Muni Bldg., Seattle 98104
8. Wood, Bill, Highline School District, 15675 Ambaum Blvd. SW, Highline 98166
9. Chase, Rev. Lee, Bread of Life Mission, P.O. Box 4276, Seattle 98104
10. DeForest, Sylvia, Private Citizen, 11323 - 8th NW, Seattle 98177
11. Giopvengo, Melinda, Seattle Youth & Comm. Services, 1020 Virginia Street, Seattle 98101
12. Hansen, Keith, Seattle Schools, 2366 Eastlake Avenue E., Seattle 98102
13. McGee, Sylvie, WA Coalition for the Homeless, P.O. Box 22608, Seattle 98122
14. Potto, Thomas, Mercer Island Schools, 4160 - 86th SE, Mercer Island 98040
15. Snyder, Ron, Seattle School District Relations, 815 - 4th N., Seattle 98109

RESIDENCY REQUIREMENTS: SOUTH KING COUNTY

- Allowance of remaining in the school situation: No address so not allowing
- Growth and over-capacity vs. Tolerance Policy: Federal Way/Kent/Highline

SOLUTION:

Awareness of the issue within the the education community
Interdistrict transfer authorization--superintendent's signature

Issaquah:
Apartment dwellings . . . increase. Community has become more affluent.
Street Kids population is growing in numbers.
Shelter qualifications/requirements . . . kids don't qualify because of the parent contact compliance.

Shelter Issue . . . Lack of Facility:
Concern for requirements
Basic rights for kids vs. parental contact mandate

-2- Seattle Homeless Public Hearing Notes

Educating Educational Community:

Special initial needs of homeless . . . tutoring.
Sensitivity and Awareness with regards to the economic cause and effects on behavior.
Identify and address paper process that delay prompt and appropriate placement.
Need for outreach to facilitate identifying the children.

Seattle:

400-500 beds for kids under 18 years . . . half which are under 5 years old.
Seattle Emergency Homeless Families Center . . . focus services and kids in Bailey Gatzert school.
Union Gospel Mission . . . outreach.
Broadview Shelter.
*City government providing nine Family Support Workers placed in elementary schools.

CONSIDERATIONS:

Target and double checking that minority kids are given a fair shot.
Consideration or waiver be given in the SSD desegregation plan to keep homeless near shelter sites.

OUTREACH IDEAS:

Mobile Recruiter Teacher and classroom
Home Schooling . . . extension courses

SEATTLE SCHOOL DISTRICT AND CITY GOVERNMENT:

Parent Information centers (PIC) outreach to parents.
Family Support worker placed in 10 elementary schools to deal with high risk children.
Interagency Programs: ORION center for street kids, Youth Employment Program, Detention Center.

ACTION ISSUES:

- Accessing into the Seattle School system.
- Mainstream approach and/or separate or designated school.
- Diversified options needs to be made available and known.
- Outreach and Retrieval process of identification . . . tap on peers identifying peers.
- Target homeless kids in schools with family support workers.
- Take on the policy "DON'T FORWARD THE PARENT POLICY."
- Improve District Relations.

SPOKANE HOMELESS WORK/PUBLIC HEARING SESSION

October 20, 1988-Thursday
Spokane YWCA
829 West Broadway 99201

2:00-4:00 Work Session:

1. Kelly Smith, Alternatives to Domestic Violence, 829 W. Broadway, Spokane 99201
2. Meg O'Hara, YWCA, Executive Director
3. Dr. Ed Vacha, Gonzaga University, Department of Sociology

** Telephone interview with Doug Nadvornick of KXLY radio, 328-7173

Comments from Dr. Vacha's reports:

1. March 28, 1988 "Homeless Families and Their Preschool Age Children: A Needs Analysis and Literature Review"
2. June 7, 1988 "The Needs of Young Children from Homeless Families in Spokane: The Perceptions of Area Providers"

BACKGROUND AND INDICATION INFORMATION:

- Every known family in shelter . . . 2-3 in cars or doubled up.
- Spokane: Under 6 years homeless . . . 750-1,000 kids.
- Average stay at shelters . . . 21 days.
- Spokane has NO one night facilities . . . pockets of concentration in west central.
- SECURITY CONCERNS FOR CHILDREN: Non-custodial parent kidnaped/Come to Spokane to hide out from little communities . . . Idaho, Montana, Oregon/No shelter counties in SE state/Churches referring people.
- Single Women 60% domestic violence reasons.

I. TRANSPORTATION:

- Across district and attendance area issues

POSSIBLE SOLUTIONS/APPROACHES:

- HOME VISITATION PROGRAMS: Follow from location to location/Counseling and Health prob. concerns.
- OPEN UP: Bus Tokens/Provide transpor. across boundaries/Close relationship BETWEEN districts.
- PLACEMENT OF FAMILY: Advisory committee with schools/Where best transp. is good for shelter.

II. NEEDS OF CHILDREN:

- Preschool and School Age.
- Negative pattern of adult interaction.
- Afraid to develop adult close-relationship.
- Maintain relationship with family.
- Damage Shame and not being connected/Afraid.

III. DOUBLED UP WITH FAMILIES:

- Try to reach families before shelter help level need.
- School staff and kids most likely to know if friends are living with others.
- Out Reach Help . . . keep track of kids with different names . . . children know which children are not attending.
- Awareness Program: Public assistance available.

MODELS:

1. **Special services different from low-income:** Long-term therapeutic needs/Lasting relationships/Sense of differences: Program within existing/Approach & avoidance/Instability of Relationship.
2. **Mainstreaming:** Best if special needs can be met within.
3. **Pulling Out Model.**

SPECIAL SERVICES NEEDS:

- Relate to adults . . basic establishment of relationships.
- Normal household items . . . appliances, toys, etc.
- Acting Out . . . inappropriate behavior for attention, lack of training, highly disruptive.
- Lag of physical development and cognitive development.

CHILDREN BEHAVIOR & PARENT BEHAVIOR:

- Children . . . withdrawn and acting out/contradictions of behavior/survival skills.
- Parents . . . preoccupied with survival: intensely/time away from the child: day care.

TRAINING:

- Who to contact/who can appropriately give help . . . school personnel is maze of bureaucracy.
- TRANSPORTATION AND PLACEMENT information and resources.

7:00-9:00 p.m. PUBLIC HEARING SESSION

1. Ed Gaffney, Spokane School District #81, N. 200 Bernard Street, Spokane 99201
2. Lance Dubin, NEWA Rural Resources, 320 N. Main, Colville 99114
3. Chuck Hafner, Central Valley School District, E. 19307 Cataldo, Spokane
4. Becky Wall, Ogden Hall, W. 2825 Dean Ave., Spokane 99202

SPOKANE SCHOOL DISTRICT PROGRAMS: ED GAFFNEY

1. CROSS-WALK SCHOOL: Street Kids . . . 20 GED/5 Diplomas
   - No records and immunization required
   - No names . . . just nicknames
   - No forms . . . needed to be filled out

   NEEDS:
   1) Place where records are kept
   2) Absolutely necessary educational climate setting
   3) "Special" Teacher
2. PRESCRIPTION LEARNING: Individualized computerized system
3. BRIDGE: Coming from institutions

SPOKANE VALLEY: CHUCK

1. Identify and service the kids
2. Resources after kids are found
3. School System: School Hours Flexibility and Child Care

OGDEN HALL: Non-domestic violence . . . emergency housing Becky

NEED: Getting them into some kind of school system
2 days - 6-8 weeks length of time

SOLUTION:
- Link up with another social service
- How to plug into schools
- Accept and believe the school would be good

COLVILLE: One shelter and very limited motel vouchering Lance

NEED: Identification of kids . . . how to get resources after identified
Logistics . . . physical distance/short-term

ESD 101 AND DSHS MODEL: INTERAGENCY REGIONAL MODEL Cliff

- Monthly Basis
- Develop collaborative programs
- REGIONAL ADMINISTRATIVE TEAM
- COUNTY TEAM: Decision makers at local team/Principals, Supts., Directors
- Jointly Funded: OSPI and DSHS . . . 1 FTE . . . $20,000
- OSPI, ESD, DJR, DSHS: Region I, Mental Health

PROCESS FOR FUNDING:

- Provide educational system
- Basic apportionment

TACOMA HOMELESS WORK SESSION PUBLIC HEARING

YWCA: 405 Broadway 98402
November 9, 1988-Wednesday
2:00-4:00 p.m./7:00-9:00 p.m.

ATTENDING:

1. Brandt, Dorothy, Eugene P. Tone School, 405 Broadway, Tacoma 98402
2. Foster, Corine, Dept. of Community Devel., Olympia
3. Hansan, Karen, Tacoma Public Schools, 3319 So. Adams, Tacoma 98409
4. Iverson, Connie, Eugene P. Tone School, 405 Broadway, Tacoma 98402
5. Little, Ed, Vancouver Public Schools, 605 N. Devine, Vancouver 98664
6. Schmidt, Roy, SPI, Vocational Education Division
7. Tiger, Alan, YWCA: Tacoma, 405 Broadway, Tacoma 98402
8. Tone, Gene, Tacoma Public Schools, P.O. Box 1357, Tacoma 98466
9. Belair, Sandy, YWCA: Volunteer Tone School, 2715 N. Union, Tacoma 98407
10. Briehl, John, City of Tacoma, 947 Market #836, Tacoma 98402
11. Dootson, Gail, Interagency Pgr., Seattle School District, 2366 Eastlake Ave. E., Seattle 98102
12. Durand, Mel, YWCA: Social Worker, 405 Broadway, Tacoma 98402
13. Ford, Jerry, Pierce County Pros. Atty, 946 County city Bldg., 98402
14. Glabe, Don, Tacoma Schools, 2913 N. 19th, Tacoma 98406
15. Gleaves, Jean, Tacoma Schools, 2913 N. 19th, Tacoma 98406
16. Hansen, Keith, Seattle Schools, 2366 Eastlake Ave. E., Seattle 98102
17. Hanson, Karen, Tacoma Schools, 3319 S. Adams
18. Heidal, Richard and Connie, Tone School: Support, 4207 B Cedar Street, Tacoma 98439
19. Tiger, Alan, YWCA: Tacoma
20. Schaanover-Russell, Cathie, KCAP, 1200 Elizabeth, Bremerton 98310

Tacoma Homeless School:

Eight years process of meeting and building trust level among school, city, and agency personnel. Salvation Army, Tacoma Rescue Mission, M.L. King Assoc., YWCA are the major agencies donating in-kind service and resources.

Vancouver Board: Goal and targeting "At Risk Kids."

Birth Certificate Issue: Average cost between $8-11, takes up to 60-90 days to be replaced.

Schools Provide: 1) Put the program where the kids are . . . satellite to alternative schools, meet the needs of children who don't even respond to alternative schools. 2) Schools provide a stabilizing place for a disrupted life. 3) Safe place to be with routine interaction with adults.

Service Gaps: Communication must be set up between juvenile justice, mental health, and school systems on a regular basis. Screening process in schools need to be understood and coordination between agencies where policies don't mesh need to be addressed.

- 30 -

Health Care for Homeless: General health care and dental care is needed for children and adults. Schools may not be aware of the resources that are available and/or the referral process.

Areas to Address: 1) BIRTH CERTIFICATE waiver; 2) MISSED DAYS and CREDITS.

RECOMMENDATIONS:

- MODEL: Take the school to the kid . . . Orion Center in Seattle and support the system of alternative schools.
- BUDGET SHARING: In-kind swapping.
- COMMUNICATION: Major players need to analyze sites and resources, coordination, out-reach, and ways to educate and send out information.
- ADVOCATE BASE: Each program should have a community support system/community committee. Advocates could work with schools to eliminate issues that might get in the way for enrolling students. Work with legislature and help formulate local school district plan to address educating homeless children.

YAKIMA PUBLIC HEARING

YWCA: 15 North Naches Ave.
November 3, 1988-Thursday
2:00-4:00 p.m./7:00-9:00 p.m.

ATTENDING:

1. Bernazzani, Mike, ESD 105, 33 So. 2nd Ave., Yakima
2. Cornella, Annette M., Selah Schools, 411 W. 1st Street, Selah 98942
3. Tuman, J., Selah Schools, 105 W. Bartlett, Selah 98942
4. Whittaber, Ron, East Valley School District, 2002 Beaudy Road, Selah 98901
5. Yakima T.V. station (PM)
6. Yakima Newspaper (PM)

EAST VALLEY: Will and do enroll students on the spot. Whatever information the student gives, the school goes by until the records come and information does not fit. Schedules will then be adjusted accordingly. Migrant programs provide home visitor to reach out and search for students not in the schools.

SELAH: Social worker full time employed to assist with enrolling all students in the residency area, help with public assistance support. Accepts all children without immunization record until the 30 day limitation is up.

DISTRICT STATEMENTS AND EMPHASIS:

- SCHOOLS . . . provide the HUMAN services, meals, transportation, counseling, support services, din addition to educating the students. HEALTH CARE is sorely missing from the services that are needed for children attending schools.

- REMOVE . . . negative words that will not trigger communication and/or willingness to cooperate and trust . . . "Unnecessary barriers . . . roadblocks."

- PROGRAMS THAT ARE WORKING:

  - ZIP LOCK . . . Coordination from FTE "Special Ed" who coordinates Yakima and East Yakima Valley schools with information of DSHS services and school program services. Central location of (IEP) individual education program planning services. Governing body meets weekly to deal with common children referred for services. Personalities play a big part on the success of building a trust relationship and eliminating "turf" issues.

  - YOUR TIME . . . Selah high risk kids program for K-3 identified students. Pull-out model with paraprofessionals assisting and giving one-on-one attention.

  - DSHS Olympia School District pilot . . . Elementary intervention program that brings in services and FTE into the schools. The program model is also designed to work with the kids and their families outside of the school hours.

- UNSPOKEN AGREEMENT . . . Yakima, Wapato, East Valley, West Valley, and Selah have an unspoken agreement to release students to each other if the needs of the student is not met with the current district programs or services. Personalities that are involved make it work, however the EXTRA COST factor dealing with special education services is a continuing concern.

RECOMMENDATIONS AND SUGGESTIONS:

- SERVICE EXCHANGE: Deal with confidentiality restraints with a directive to share information that DSHS has on the child to provide comprehensive information to address the child's/families needs when school personnel is working with the child. Services provided deals with mental health, etc.

  **SHARE AND COORDINATE services between schools and DSHS.

- CHILD PROTECTIVE SERVICES (CPS): Turn around time, feedback, and the intervention process are major concerns expressed. Frustration regarding the "document reports process" and information regarding who makes the decision on when actual visit happens, how many times does a school staff have to call in to the intake desk, and other questions are seen as too long.

  **FORM A TEAM that includes law enforcement and CPS with involvement of school personnel and/or input.

- INFORMATION AND COMMUNICATION: Current information as natural channels via attending students regarding families that may be living with friends or relatives. Follow-up could happen if this information is shared with social service staff. Coordination could also eliminate school staff from having to try and trace down services via six information seeking contacts vs. one contact of coordinated information.

  **FTE COORDINATION that connects school system and DSHS children's programs. Person that will be educated by both the ESD and DSHS regarding the programs and services of each system.

- HEALTH SERVICES: This area is a real gap in the school, since schools are not equipped with resources to address health issues. Toothaches, immunization services are a hit and miss situation depending on the district resources. Some districts have PTSA and private foundation support (Saul Haus) to assist with financial assistance when needed.

  **IMMUNIZATION SERVICES could be given on a sliding fee scale via the Health Department.

-3- Yakima Homeless Hearing

ISSUES THAT NEED TO BE ADDRESSED:

- QUALIFY AND DEFINE "AT RISK CHILDREN"
- GUARDIANSHIP ISSUE: Releasing records and who's child is it?
- PURPOSE AND METHOD of gathering numbers and statistics of Homeless children and the definition of the Homeless Child.

  **Do not create "WAC's" for the eventual plan . . . only cause problems . . . not solve them.

I021QB13